 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Jonathan Delorme **Lesson #:** 4 **Facet:** Explain  
**Grade Level:** 9-12 **Numbers of Days:** 3   
**Topic:** World War II  
  
**PART I:**  
  
**Objectives**  
**Student will understand that**  
History is the study of the past through primary and secondary sources and can help better the future.  
  
**Student will know**   
The names of major battles, key figures and leaders, turning points, and the general terminology of the time period.  
  
**Student will be able to**   
Describe several key moments of U.S. involvement in World War II through the use of an online poster, group discussion, and other assignments.  
  
**Product:**  
Students will complete an online poster using [glogster.com](http://www.glogster.com/" \t "_blank) that shows they understand major battles, figures, and themes of World War II.  
  
**Maine Learning Results (MLR)**

**Maine Learning Results**  
**Content Area:** Social Studies  
**Standard Label:** E. History  
**Standard:** E1 Historical Knowledge, concepts, themes and patterns  
**Grade Level Span:** Grade 9-Diploma "World War II and Postwar United States 1939-1961"  
Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.  
**Performance Indicators**: a,b,c,d  
  
**Rationale:**   
Students will be able to describe several key moments of U.S. involvement in World War II through the multiple activities and assignments within this lesson.  
  
**Assessments**   
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding during instruction**  
I will use an Exit Ticket to check for student understanding before the end of the lesson. The Exit Ticket will be a piece of paper that is a scale of confidence of material ranging for Eeyore to Tigger. This will give me an idea how students are feeling with the new material.  
  
**Section II – timely feedback for products (self, peer, teacher)**  
Students will self-assess their online posters using a rubric that I will provide. I will use the same rubric to give feedback to the students the class before their online poster is due.  
  
**Summative (Assessment of Learning):**  
•Digital Poster: 20 points  
Students will make an online poster using glogster.com that depicts three key moments of World War II. The key moments will be up to the students' choosing but must be run by me to determine if they are both interesting and important enough. Their glog must be visually appealing as well as factually sound. The three key moments can be depicted through video, audio, pictures, text, or any other way. But, students cannot depict all three events the same way.  
  
**Integration**  
**Technology:**   
Students will be using glogster.com to create an online poster. They will have to do research online and will be receiving pictures from online databases during the unpacking of the material.  
  
**Content Areas:**   
U.S. History: Students will need to be familiar with the American timeline of events ranging from the beginning of The Great Depression and spanning to World War II.  
  
World History: Students will also need to be familiar with the happenings overseas. They will be receiving a lot of this information from prior lessons.  
  
English: Students will need be discussing and writing. All written work should be grammatical and be free of spelling and punctuation errors.  
  
**Groupings**   
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
Students will complete a Timeline graphic organizer about major events that they feel were the most important during World War II. These events can be battles, specific days, or any other event that the student finds interesting or important. After students fill out their own Timeline the class will take part in a Gallery Walk. They will walk around the room and look at the other Timelines that will be left at the student's individual desk or table. Students will be able to see what their peers thought were the major events and be able to talk about why they chose different events. They will also be working together during the Timeline activity. In this activity they will each be given a separate piece of paper with an event on it. They will have to communicate and work together to organize themselves into chronological order. I will then have each student read off their event to the class.  
  
**Section II – Groups and Roles for Product**  
Students will be working individually on their online posters but will be encouraged to help each other through the process.   
  
**Differentiated Instruction**  
  
**MI Strategies**  
  
**Verbal:** Students will be able to write down what they think are the main points of World War II in their own timeline. The word search of key terms will also allow students to be presented with the material in a verbal way.  
**Logical:** While filling out their own timelines and while they are ordering themselves in the group timeline students will have to think logically. They will have to compare dates and think about order of events.  
**Visual:** The word search that I will have my students do for my hook will also be a visual activity where they can become familiar with the new terminology of World War II.  
**Kinesthetic:** Students will participate in a Gallery Walk where they will be able to move around and explore other people's timelines. Then, I will hand out pieces of paper with different events on them. Students will have to arrange themselves in chronological order using the information they just learned from their timelines.  
**Interpersonal:** Students will have to communicate with each other when they are comparing the different events on their slips of paper. Also, students will be able to discuss about their timelines of historical events of World War II with each other during the Gallery Walk.  
**Intrapersonal:** Students will be able to think critically about the key people, places, terminology, and battles of World War II by themselves during the Gallery Walk and while they fill out their own timelines.  
  
  
**Modifications/Accommodations**  
***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)*** *I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  
  
**Plan for accommodating absent students:**  
Absent students will be able to meet with me personally to go over what they missed. They should know my class policies if they have read my syllabus. Students will be able to explore some websites if they missed the informational day. They will also be able to look at other student's notes and ask them what they missed in class. If students miss a work period class then they cam turn in what they have done and they know they can redo the work at any time until the end of the grading period.  
  
**Extensions**  
  
**Type II technology:**  
Students will be using an online software website that allows for more than what a physical poster can offer. Students will be able to add text, video, images, and hyperlink sites directly into their poster. They can then share their posters with the online community.  
  
**Gifted Students:**  
There is no limit to what the student can add to their glogster poster, only minimum limits. Therefore, students who are up the challenge will be encouraged to explore anything else that they want to add to their poster. If they want to explore more into a specific topic then they will certainly be able to do so.  
  
**Materials, Resources and Technology**  
Laptop  
Pens/Pencils  
Word Search photocopies  
Timeline copies  
Glogster Rubrics  
Slips of paper for each student with historical events from the time period on them for a timeline activity.  
  
  
**Source for Lesson Plan and Research**  
  
[http://www.glogster.com/](http://www.glogster.com/" \t "_blank) - Glogster.com online poster software  
  
[www.eduplace.com/\*\*graphicorganizer\*\*/pdf/\*\*timeline\*\*.pdf](http://www.eduplace.com/graphicorganizer/pdf/timeline.pdf" \t "_blank) - Timeline pdf file  
  
[http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp](http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp" \t "_blank) - Word search maker  
  
[http://www.whitehouse.gov/about/presidents](http://www.whitehouse.gov/about/presidents" \t "_blank) - Website about all of the Presidents  
  
[http://ww2db.com/](http://ww2db.com/" \t "_blank) - A WWII database with an immense amount of information  
  
[http://www.britannica.com/EBchecked/topic/648813/World-War-II](http://www.britannica.com/EBchecked/topic/648813/World-War-II" \t "_blank) - Encyclopedia Britannica website about WWII  
  
[http://www.ushmm.org/wlc/en/article.php?ModuleId=10007306](http://www.ushmm.org/wlc/en/article.php?ModuleId=10007306" \t "_blank) - Timeline of WWII events  
  
[http://dictionary.reference.com/](http://dictionary.reference.com/" \t "_blank) - Dictionary.com to define vocabulary words  
  
[http://en.wikipedia.org/wiki/World\_War\_II](http://en.wikipedia.org/wiki/World_War_II" \t "_blank) - Wikipedia page for WWII  
  
**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)*  
  
**Agenda**  
  
**Day 1 - 80 Minutes**  
  
Hook - 10 minutes  
-Word search of WWII terminology  
  
World War II Lecture - 60 minutes  
- Students will take notes  
- Students will have their Timelines to begin filling out  
  
Graphic Organizer - 5 minutes  
- Students will keep filling out their Timelines  
  
Exit Ticket - 5 minutes  
- Piece of paper with a "Scale of Confidence" ranging from Eeyore to Tigger. Students will hand this into me before they leave.  
  
**Day 2 - 80 Minutes**  
  
Graphic Organizer - 10 minutes  
- Students will have the chance to finish up their own Timelines  
  
Cooperative Learning Activity - 15 minutes  
- Students will participate in a Gallery Walk  
- Students will be able to talk to other students about their Timelines  
  
Timeline Activity - 10 minutes  
- Each student will receive a different event from either right before, during, or right after World War II  
- Students will form a chronological line  
- We will go down the line and each student will say what specific event they were  
  
Introduce Online Poster Assignment - 10 minutes  
- Explain criteria and go over rubric  
  
Introduce Glogster - 10 minutes  
  
Work Period - 25 minutes  
- Students can get to work on their glogster posters.  
  
**Day 3 - 80 Minutes**  
  
Work Period - 70 minutes  
  
Student Self-assessment - 10 minutes  
- Students will use the rubric which we went over least class.  
- Poster will be due by the beginning of next class  
  
  
The classroom will be arranged into groups of desks or tables. Students will understand that history is the study of the past through primary and secondary sources and can help better the future. World War II is part of our daily culture today in America and all citizens should know the main people, events, and terminology of the time period. *Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World. For a hook I will be giving my students a Word Search at the beginning of class.* This will introduce some of the key terms and allow the students to do something fun while becoming familiar with some of the terminology. Students can work together on their Word Searches or work alone.  
**Where, Why, What**, **Hook, Tailor:** visual, interpersonal, intrapersonal, logical.  
  
Students will know the names of major battles, key figures and leaders, turning points, and the general terminology of the time period, (**See Content Notes**). Students will complete a Timeline graphic organizer to help organize their thoughts. I will also be using an Exit Ticket to gauge student learning before students leave on the first day. If students are not feeling confident (like Eeyore) then I will know I need to have a 1-on-1 conversation with them or provide more instruction.  
**Equip, Explore, Rethink, Tailors: interpersonal:** verbal, logical, intrapersonal, interpersonal.  
  
Students will be able to describe several key moments of U.S. involvement in World War II. Students will be creating an online poster using [glogster.com](http://www.glogster.com/" \t "_blank) to make an online poster about three key events during World War II. Students will be working alone on this assignment but talking quietly about the project will be encouraged. Students will receive a rubric when I introduce the assignment and use that same rubric to self-assess their work the day before their online poster is due. I will also provide feedback during this process to make sure students are on the right track and know what they have to do to achieve an A.  
**Explore, Experience, Rethink, Revise, Refine, Tailors:** verbal, logical, interpersonal, intrapersonal, visual.  
  
Students will fill grade their work so far the class before their online posters are due. They will be using the same rubric that I will use to give them their grade. Students will have to draw from their past lessons to help them during this project. They will be mostly using the notes from this lesson, but the other three lessons will help them understand the general themes of World War II.  
**Evaluate, Tailors:** interpersonal, verbal, logical, intrapersonal.  
  
**Content Notes**   
  
On the first day of the lesson I will expect the student's class website to be completed. I will start of the first day's lesson with a quick Word Search of key terms from World War II. This will introduce some new vocabulary to the students and let them have fun playing a word game. After the students have had a chance to fill out their word searches I will start my lesson on WWII. Students will be taking notes on their own but also have a Timeline graphic organizer to help them as well. After the lecture students will have a chance to finish their Timelines. I will then administer an Exit Ticket to the students as a formative assessment.  
  
On the second day students will come in and be able to work on their Timelines so more if need be. They will then participate in a Gallery Walk cooperative learning exercise where they will walk around the room and look at the other student's Timelines. Then, the class will take part in a Timeline activity where they each will receive a piece of paper with an event on it. They will have to organize themselves into chronological order and then we will go over each event together. After this I will introduce what their product will be for this lesson. I will go over the rubric with them as well as glogster.com. The rest of the period will be a work session.  
  
The third day will be mostly reserved for working on glogster posters. If students finish early they can redo any work to achieve a better grade or other assignments. Students will then self-assess their posters and I will also be giving feedback. Posters will be due at the beginning of the next class.  
  
[Franklin Delano Roosevelt](http://www.whitehouse.gov/about/presidents/franklindroosevelt" \t "_blank)  
The leader of the United States during this time was Franklin Delano Roosevelt. He was president during The Great Depression and WWII and was one of the most popular presidents in our nation's history. He is famous for his New Deal policies, his Fireside Chats during The Great Depression, his "Infamy Speech" at the onset of WWII, and seeing us through the War. He was elected four times and died in office soon after his fourth campaign victory. Vice President Harry Truman replaced him.  
  
[Adolf Hitler](http://www.jewishvirtuallibrary.org/jsource/Holocaust/hitler.html" \t "_blank)  
The leader of the Germans during the 30's and the 40's, Hitler started as a very popular leader who got the German economy rolling again after World War I. But, soon Hitler's territorial ambitions and ideals drove him and his nation to imperialistic actions. Hitler controlled the Nazi party along with the SS and created a reign of terror that was eventually stopped by the Allied forces.  
  
The Allies were the forces fighting against the Axis. They consisted of many countries and even more commonwealths due to imperial countries. Some of the countries were France, Great Britain, Poland, the Soviet Union, and the United States.  
  
The Axis power consisted of Germany, Italy, Japan, and the many countries they owned.  
  
[World War II](http://ww2db.com/" \t "_blank)  
Historians have yet to agree on a specific date that World War II began. Although the United States joined in 1941 with the bombing of Pearl Harbor, the European theater was already fighting by 1939 when Hitler invaded Poland on September 1, 1939. However, fighting started in the Pacific in 1937 when Japan invaded China. The War was a bloody one and many men and women lost their lives. The war started at well for the Germans and their allies. Using the blitzkrieg tactic they stormed over Belgium and quickly defeated France. Germany then turned their focus to Great Britain and a massive bombing campaign on London, Great Britain's capitol. This was called the Battle of Britain and it was mostly fought in the skies between enemy airplanes. This ultimately ended in defeat for the Germans in October of 1940.  
One major flaw in Hitler's massive plan was that he hated the Russians. Germany opened up a second front on June 22, 1941 against the Soviet Union. This proved to be his downfall. Soviet valor and the fact that Hitler's army was stretched too thin ended up forcing Germany to retreat back to their own borders. On December 7, 1941, a day that will live in infamy, Japan bombed Pearl Harbor. The next day President Roosevelt made a speech to request a war treaty and Congress granted his wish. When the United States joined the war the tides were significantly turned. We sent troops both to the European theater and the Pacific theater. In the Pacific theater our tactic was called island hopping. American troops would bomb an island, occupy it, build a landing strip, and continue on to the next island.  
Japan lost most of their battleships in the Battle of Midway in June of 1942. This limited the Japanese to fighting mostly on land from now until the end of the war. Meanwhile, fighting continued on both European front and the leader of the Soviet Union requested his allies attack Germany from the French side. This manifested into D-Day, the invasion of the Normandy beachhead in June of 1944. With the Germans being attacked on multiple front the Nazis were forced to retreat back to Berlin. Here was the eventual end of Hitler and the conclusion of the European theater in May of 1945.  
The Pacific theater ended on August 14, 1945 when Japan unconditionally surrendered. But, not before the United States dropped two atomic bombs on the Japanese cities of Hiroshima and Nagasaki.  
  
[Blitzkrieg](http://dictionary.reference.com/browse/blitzkrieg" \t "_blank)  
Form of warfare used by German forces in WWII. In a blitzkrieg, troops in vehicles, such as tanks, make quick surprise strikes with support from airplanes. These tactics resulted in the swift German conquest of France in 1940.  
  
[The Battle of Normandy](http://www.history.com/topics/d-day" \t "_blank):

The United Stated joined the war in 1941 after Pearl Harbor but did not execute D-Day until June of 1944. The Codename for the mission was Operation Overload and the goal was to create a second front against the Germans to help the Soviet Union. The Soviets had been waged in a bitter battle with the Germans in such places like Stalingrad. The loss of life was immense and Stalin pleaded for the Allies to attack Germany from another front. When it finally came the war was largely over due to the Soviets. Many historians call D-Day the beginning of the end of WWII.  
  
**Handouts**  
Word Searches  
Timelines  
Rubrics  
Timeline Activity event slips  
  
**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***  
  
  
***Learning Styles***  
  
***Clipboard:***  
Students will have the information on a Timeline and will be able to write down their notes on their own. They will also have a word search with many key terms on it.   
  
***Microscope:***  
To complete their online posters students will have to think deeply and consider what the important events of WWII were.  
  
***Puppy:***  
Class discussion and collaboration during the Timeline activity will give the chance for thoughtful consideration of the content.  
  
***Beach Ball:***  
Students will be doing a multitude of assignments like the Timeline activity and making their own glogster.  
  
***Rationale:***   
Students will be thinking deeply, communicating thoughtfully, analyzing data, all while taking part in several different activities.  
  
***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***  
  
***Formative:***  
I will use an Exit Ticket to gauge student confidence before they leave on the first day. Students will also have the chance to self-assess their work using the provided rubric.  
  
***Summative:***  
Students will make an online poster using glogster.com that depicts three key moments of World War II. The key moments will be up to the students' choosing but must be run by me to determine if they are both interesting and important enough. Their glog must be visually appealing as well as factually sound. The three key moments can be depicted through video, audio, pictures, text, or any other way. But, students cannot depict all three events the same way. I will use a rubric to grade their online posters.  
  
***Rationale:***  
I will be checking for understanding multiple different ways to make sure my students are engaged in their learning and understand the material. Allowing the students to self-assess their work before handing it in to me allows the students to monitor their own growth and ensure that they get a good grade.  
  
***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***  
  
***Content Knowledge:***  
(See Content Notes)  
  
***MLR:***  
**Content Area:** Social Studies  
**Standard Label:** E. History  
**Standard:** E1 Historical Knowledge, concepts, themes and patterns  
**Grade Level Span:** Grade 9-Diploma "World War II and Postwar United States 1939-1961"  
**Statement**: Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.  
**Performance Indicators**: a,b,c,d  
  
***Facet:***  
Students will be able to describe several key moments of U.S. involvement in World War II.  
  
***Rationale:***   
Students will be studying the major themes of World War II. Not only will they be given facts and dates to consider, we will also talk about why WWII happened and how we could have avoided the conflict in the first place. Students will be able to take this information and apply it to their everyday live  
  
  
***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***  
  
***MI Strategies:***  
**Verbal:** Students will be able to write down what they think are the main points of World War II in their own timeline. The word search of key terms will also allow students to be presented with the material in a verbal way.  
**Logical:** While filling out their own timelines and while they are ordering themselves in the group timeline students will have to think logically. They will have to compare dates and think about order of events.  
**Visual:** The word search that I will have my students do for my hook will also be a visual activity where they can become familiar with the new terminology of World War II.  
**Kinesthetic:** Students will participate in a Gallery Walk where they will be able to move around and explore other people's timelines. Then, I will hand out a pieces of paper with different events on them. Students will have to arrange themselves in chronological order using the information they just learned from their timelines.  
**Interpersonal:** Students will have to communicate with each other when they are comparing the different events on their slips of paper. Also, students will be able to discuss about their timelines of historical events of World War II with each other during the Gallery Walk.  
**Intrapersonal:** Students will be able to think critically about the key people, places, terminology, and battles of World War II by themselves during the Gallery Walk and while they fill out their own timelines.  
  
***Type II Technology:***  
[glogster.com](http://www.glogster.com/" \t "_blank)  
  
***Rationale:***   
This lesson allows for students to expand upon intelligences that are already strong, but also on intelligences that are not their strongest suit. Students will be doing multiple different activities, some kinesthetic, some logical, and some several intelligences in one. Having the students use glogster will allow for creativity and a visual presence to a war that is more than 50 years ago.  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale:***  
Students will be creating several different products in this lesson. They will make their own Timeline and their own online poster. They will be exploring real-world issues such as the bombing of Japan, and will need to reflect on the importance of certain events for their glogster project.  
  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
  
***Rationale:***  
Students will be able to develop their own online poster using visual creation software. These glogster posters can then be shared with parents, peers, and the online community if the student so chooses. My lesson plan accounts for the multiple intelligences and introduces World War II in a fun and engaging way. Multiple forms of formative assessment will be provided and summative assessment will be both fair and just.